



Silver Birch Yr 5&6

Topic The Mayans

Term Summer 1

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupil's should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources			Chichen Itza, city-state , classic, codex, glyph, haab, huipil, Itzamna, kin, kukulcan, lintel, nacom, obsidian, Popol Vuh,, pre-classic period, post-classic period, pyramid, quetzal, stele, Tikal, Tzolk'in, Uinal, Yucatan Peninsula, excavate, jade,motif
Intent	As historians we will have the opportunity - <ul style="list-style-type: none"> <li>○ To devise historically valid questions about similarities, differences and significance</li> <li>○ To construct informed responses</li> <li>○ Have used a range of sources to form these conclusions</li> <li>○ Build an overview of word history</li> </ul>		Cross Curricular Links and wider influences	English Opportunities - <ul style="list-style-type: none"> <li>○ Hero Twins - Mayan folktale</li> </ul> Geographical Links - <ul style="list-style-type: none"> <li>○ Locate ancient Mayan cities</li> </ul>
Curriculum Driver Links	We will discover the <b>aspirations</b> of key individuals in these historical eras. We will investigate what actually our <b>community</b> looked like during this period of history.		Links to prior learning	Our previous topic on 'Inspirational People' provided opportunities for children to interpret evidence from a variety of sources to develop an understanding of the past. Children are familiar with devising historically valid questions and constructing informed answers.



<b>Concept Thread</b>	<b>Investigate and Interpret the Past</b> Children will develop and understand that our understanding of the past comes from an interpretation of the available evidence.	<b>Links to future learning</b>	Children will be familiar with interpreting evidence from a variety of sources to develop an understanding of the past.
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Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
Assessing prior knowledge  Who were the Mayas? Building an overview of world history	Revisiting chronologically secure knowledge and understanding of world history.	<ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events</li> <li>• Use sources of evidence to deduce information about the past</li> </ul>	Elicitation Task - What do we already know about the Mayas?  Share timeline/overview of where Mayas fit into world history. Read page 6-7 from text -Maya Civilisation PPT - Who were the Mayas? Children complete an information guide type leaflet called 'Welcome to the Mayas'.
Maya Society Building an overview of world history	Revisit the idea of primary and secondary sources. Consider similarities between Tudor society.	<ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past</li> </ul>	Read page 8-9 from text -Mayan Civilisation. Discuss the sources provided in the text. PPT - Mayan Society <a href="https://www.tes.com/teaching-resource/mayan-society-11307150">https://www.tes.com/teaching-resource/mayan-society-11307150</a>  Children order people from Mayan society activity



<p>A day in the life of a Mayan Building an overview of world history</p>	<p>Revisit the idea of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul>	<p>Read page 14-15 from text -Mayan Civilisation. Discuss the sources provided in the text. PPT - Mayan Life <a href="https://www.tes.com/teaching-resource/powerpoint-on-mayan-daily-life-6441871">https://www.tes.com/teaching-resource/powerpoint-on-mayan-daily-life-6441871</a></p> <p>Children complete a diary entry for a person that lived in a Mayan city.</p>
<p>Mayan Food Building an overview of world history</p>	<p>Revisit the idea of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul>	<p>Read page 16-17 from text -Mayan food. Discuss the sources provided in the text. PPT - Mayan Food</p> <p>Children design a Mayan menu.</p>
<p>Mayan exploration and discovery</p>	<p>Revisit the idea of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> </ul>	<p>Exploration and discovery PPT Using evidence activities.</p>
<p>Mayan based project based enquiry (2 weeks)</p>	<p>Revisit the idea of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for choices</li> </ul>	<p>Discuss and review everything learnt so far about the Mayans. What else would children to like to learn about? Their number or writing systems? Religion? Children conduct their own research project and decide how they will present the information</p>